



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7140 W. Happy Valley Road, Peoria, AZ 85383

Happy Valley School, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 Performing
2002-03 Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Glen O. Gaddie
Schedule : 07:30 AM to 04:00 PM
Grades : K-6
2005 Enrollment : 753
Web Address : happyvalleyschool.org
Phone Number : (623) 376-2900
Fax Number : (623) 655-7870
E-mail : hvsoffice@happyvalleyschool.org

Mission

Our mission: To improve student achievement in the basic skills of reading, writing and math. We are accountable for the academic progress of each student. Our commitment is to have a teacher in every classroom who cares that every student learns, grows and experiences success daily.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Not Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Our goal is to move students two grade levels per year in reading, spelling and math according to a standardized achievement test.
- ü Meet or exceed the Arizona Academic Standards.

Enrollment

October 1, 2004 School Year Student Enrollment : 748
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 750

Instructional Programs

- ü Full-day Kindergarten Through 6th Grade
- ü Grouping by Academic Skill Level
- ü Intensive Phonics-First Reading Program
- ü Mastery-based
- ü Character Education Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We provide an orderly, safe learning environment, with high academic standards and high expectations for students. We take responsibility for the progress of each child. We communicate regularly with parents and provide handbooks with school and government information.

Parents

Parents are responsible for student attendance, punctuality, absence reporting, student nourishment, awareness of school policies that are published, and for communicating their concerns directly to the school. Parents sign an agreement that they will listen to their child read daily and abide by school policies, which include the dress code, campus rules, discipline and behavior policies, and bus rules.

Transportation Policy

Buses are provided for transportation to and from school. Bus stops are established within a 13-mile radius of the school. Parents may sign a list in the office expressing their interest in carpooling. Parents are responsible for all transportation arrangements.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 1st Place State Chess Champion	2005
ü 1st Place State Chess Champion	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	82	79306	100	100	99	467	467	445	3	3	10	9	9	18	63	63	51	25	25	20
All Students (Prior Year)	84	84	75509	100	100	100	554	554	521	4	4	13	18	18	23	32	32	33	47	47	31
Female	42	42	38691	100	100	99	465	465	446	5	5	10	13	13	18	53	53	52	30	30	20
Male	40	40	40583	100	100	99	470	470	445	0	0	11	6	6	18	75	75	50	19	19	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	10	10	32869	100	100	99	460	460	429	10	10	15	10	10	25	60	60	51	20	20	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	61	61	36197	100	100	99	469	469	463	0	0	5	9	9	11	66	66	53	25	25	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	79	79	69060	99	99	98	468	468	454	3	3	7	8	8	17	63	63	54	26	26	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	16	16	39415	100	100	96	443	443	431	7	7	15	13	13	25	67	67	50	13	13	10
Non-Economically Disadvantaged	66	66	39966	100	100	100	473	473	459	2	2	6	8	8	12	62	62	52	28	28	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	82	79395	100	0	99	471	471	446	1	1	9	12	12	25	75	75	55	12	12	11
All Students (Prior Year)	84	84	75492	100	100	100	525	525	519	3	3	12	22	22	16	48	48	47	28	28	24
Female	42	42	38743	100	0	100	472	472	451	0	0	7	18	18	24	70	70	57	13	13	12
Male	40	40	40618	100	0	99	469	469	440	3	3	11	6	6	27	81	81	53	11	11	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	10	10	32915	100	0	99	460	460	426	0	0	15	20	20	35	70	70	47	10	10	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	61	61	36221	100	0	99	473	473	465	2	2	4	9	9	15	77	77	63	13	13	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	79	79	69139	99	0	99	471	471	454	1	1	7	11	11	24	75	75	58	12	12	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	16	16	39484	100	0	96	451	451	429	0	0	14	33	33	35	60	60	47	7	7	4
Non-Economically Disadvantaged	66	66	39986	100	0	100	475	475	461	2	2	4	7	7	16	79	79	63	13	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	81	78869	99	99	99	483	483	442	3	3	6	8	8	21	69	69	63	20	20	10
All Students (Prior Year)	84	84	75053	100	100	99	635	635	597	1	1	7	5	5	12	81	81	72	13	13	9
Female	42	42	38536	100	100	99	486	486	458	3	3	4	13	13	15	60	60	67	25	25	14
Male	39	39	40302	98	98	99	480	480	428	3	3	8	3	3	26	80	80	60	14	14	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	10	10	32606	100	100	98	473	473	426	0	0	8	20	20	27	70	70	60	10	10	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	61	61	36078	100	100	99	482	482	459	4	4	4	5	5	16	71	71	66	20	20	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	78	78	68697	98	98	98	486	486	454	1	1	4	8	8	18	71	71	67	19	19	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	16	16	39106	100	100	95	440	440	427	7	7	8	20	20	28	73	73	59	0	0	5
Non-Economically Disadvantaged	65	65	39837	98	98	100	494	494	457	2	2	4	5	5	14	68	68	67	25	25	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	34	78906	100	100	99	514	514	498	10	10	13	13	13	19	58	58	48	19	19	20
All Students (Prior Year)	50	50	76019	100	100	100	507	507	499	6	6	14	35	35	39	19	19	14	40	40	33
Female	15	15	38644	100	100	99	502	502	500	15	15	12	23	23	19	46	46	49	15	15	19
Male	19	19	40236	100	100	99	523	523	497	6	6	15	6	6	19	67	67	46	22	22	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	22	22	36483	100	100	99	511	511	517	10	10	7	15	15	13	60	60	51	15	15	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	33	33	68310	100	100	98	518	518	509	7	7	9	13	13	18	60	60	51	20	20	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	10	10	38679	100	100	96	497	497	483	22	22	20	22	22	25	44	44	45	11	11	10
Non-Economically Disadvantaged	24	24	40295	100	100	100	521	521	513	5	5	7	9	9	13	64	64	50	23	23	30

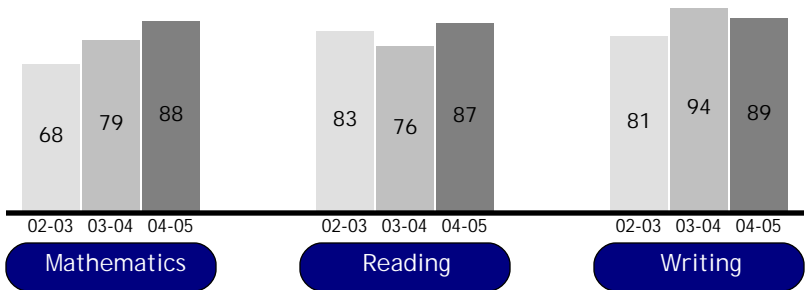
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	34	78908	100	0	99	511	511	484	3	3	10	10	10	23	81	81	58	6	6	9
All Students (Prior Year)	50	50	76020	100	100	100	510	510	503	19	19	25	19	19	23	46	46	40	17	17	12
Female	15	15	38648	100	0	99	504	504	489	0	0	8	15	15	22	85	85	61	0	0	10
Male	19	19	40233	100	0	99	516	516	479	6	6	12	6	6	25	78	78	55	11	11	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	22	22	36502	100	0	99	507	507	502	5	5	4	10	10	14	80	80	67	5	5	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	33	33	68312	100	0	98	514	514	493	3	3	7	7	7	21	83	83	62	7	7	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	10	10	38662	100	0	96	499	499	468	11	11	16	11	11	32	78	78	49	0	0	3
Non-Economically Disadvantaged	24	24	40315	100	0	100	516	516	498	0	0	5	9	9	15	82	82	66	9	9	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	34	78750	100	100	99	535	535	500	0	0	6	6	6	29	94	94	63	0	0	2
All Students (Prior Year)	50	50	75673	100	100	100	534	534	530	13	13	12	23	23	25	58	58	58	6	6	4
Female	15	15	38586	100	100	99	531	531	515	0	0	4	8	8	22	92	92	71	0	0	3
Male	19	19	40135	100	100	99	539	539	486	0	0	8	6	6	35	94	94	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	22	22	36440	100	100	99	524	524	516	0	0	3	10	10	22	90	90	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	33	33	68196	100	100	98	538	538	513	0	0	3	3	3	25	97	97	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	10	10	38558	100	100	96	520	520	485	0	0	8	11	11	37	89	89	54	0	0	1
Non-Economically Disadvantaged	24	24	40260	100	100	100	542	542	514	0	0	3	5	5	21	95	95	72	0	0	4

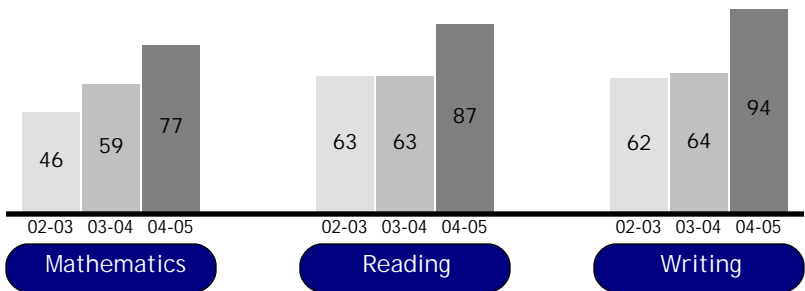
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	75	75	50	84	67	NA	58	98	61	61	47
	Language	97	64	64	43	84	60	60	50	98	64	64	47
	Mathematics	98	73	73	57	84	73	73	64	99	61	61	50
3	Reading	98	58	58	47	100	65	NA	55	100	57	57	44
	Language	98	65	65	54	100	72	72	61	100	60	60	44
	Mathematics	100	64	64	54	100	72	72	61	100	67	67	51
4	Reading	96	67	67	52	100	77	NA	56	99	57	57	48
	Language	99	60	60	48	100	68	68	52	99	57	57	49
	Mathematics	99	70	70	57	100	77	77	61	99	64	64	53
5	Reading	88	61	61	50	100	66	NA	55	100	63	63	50
	Language	96	54	54	46	100	52	52	49	100	64	64	50
	Mathematics	96	57	57	57	100	74	74	63	100	63	63	49
6	Reading	97	69	69	53	97	58	NA	56	100	58	58	51
	Language	91	69	69	45	97	56	56	48	100	60	60	47
	Mathematics	100	77	77	62	97	70	70	66	100	66	66	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety
- Ü School Improvement
- Ü Community Relations
- Ü Extra-Curricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	26.00
Other Professional Staff	1.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	6	0	0	0
7 to 9 years	2	0	0	0
10 or more years	4	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	23%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Cafeteria/Multipurpose Room
- Ü Ball Field
- Ü Computer Lab

Extracurricular Activities

- Ü Chess Club
- Ü Sports Activities
- Ü Art Lessons
- Ü Music Lessons

Social Services

- Ü Day Care Before and After School
- Ü Free bus service/transportation
- Ü Free all day kindergarten

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Our Spring, 2005, TerraNova scores were higher than the state average in every area for Grade 2.
- ü Our Spring, 2005, AIMS scores were significantly higher than state averages at Grades 3, 4, 5, and 6, with 100% of students in several entire classes meeting or exceeding the standard.
- ü Our curriculum meets and exceeds Arizona State Standards.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	6	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Staff members are trained in CPR, First Aid, fire drills, emergency and evacuation procedures. We also train our staff to use our school-wide plan of positive discipline and rewards. We feature a supervised playground, licensed day care, staff assistance for curbside drop-off/pick-up, and staff escort to and from bus loading/unloading areas. We use staff ID cards and require visitor ID/sign-in.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Roger McCurley	(623) 376-2900
Transportation Policy	Billy Escobar	(602) 695-0419
Community Resources	Karen Cole	(623) 376-2900
School Nutrition Programs	Patty Morton	(623) 376-2900
Parent Organization	Carole Wilcox	(623) 376-2900
Student Health/Nurse	Kathleen Krussel	(623) 376-2900

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.